

**REASONS BEHIND INAPPROPRIATE STUDENTS’  
BEHAVIOR  
IN THE ENGLISH CLASSROOM**

**THESIS**

**Submitted in Partial Fulfillment  
of the Requirements for Degree of  
Sarjana Pendidikan**



**Lunasia Meda Prastika  
112013006**

**ENGLISH LANGUAGE EDUCATION PROGRAM  
FACULTY OF LANGUAGE AND ARTS  
UNIVERSITAS KRISTEN SATYA WACANA  
SALATIGA**

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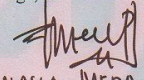
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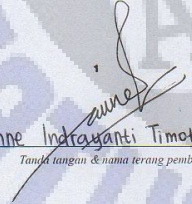
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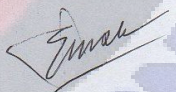
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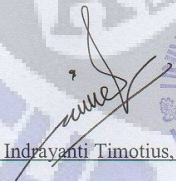
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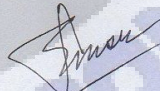
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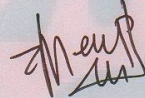
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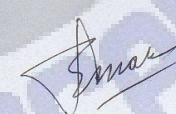
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## INTRODUCTION

The problem of classroom management has become a common issue in the school or any place where students and teachers are having interaction. In the classroom, the teachers may perform various roles as an educator, motivator, accessor, and manager. As a manager, the teachers have to be able to handle the classroom situation well because it can affect the success of learning. This is in line with Brouwers and Tomic (2000, as cited in Sakui, 2007, p. 2) who stated, "...when classroom management becomes difficult, it can be a cause of teacher burnout and loss of self-esteem." Another researcher, Ingersoll (2001, as cited in Dalgıç & Bayhan, 2014, p. 2) also stated, "...teachers who fail to cope with in class problem behaviors are inclined to resign from their profession". It can be said that the role of the teacher to manage the classroom is very important. This is similar to what, Jones (1996, as cited in Sakui, 2007, p. 2) said, "teachers see classroom management as one of the most important aspects of their work."

In my experience when I taught in vocational school in Salatiga, I faced different student characters because I taught six classes in different departments. I also learned how to manage the classroom in different conditions in each class. However, there were two classes that were crowded and the students did an inappropriate behavior when the mentor teacher or student teacher that taught the students in that class when learning English as their target language or L2. For instance, the students always said that they did not want to learn English or sometimes they were busy with the other students and made the condition in class became noisy. Interestingly, in two class, there were 32 female students and 2



male students, but the students who made an inappropriate behavior were the female students. They seemed ignorant and were not interested in the materials. Maybe they thought that English was difficult to learn or maybe it was not important to them.

When I taught in that classrooms, I found some students that have inappropriate behavior during the lesson. Sometimes, they were busy with themselves like they played their gadget, walked around in the class, and had a chat with friends near them. As a result, I found some problems like I could not find the way to handle the classroom well when the students did the inappropriate behavior in the English classroom.

Based on this experience, one research question guided this study is what are the reasons behind students' inappropriate behavior in the English classroom? My expectation through this study will be useful for the English teachers that face the students who have inappropriate behavior in the classroom when learning the target language. Therefore, the English teachers will know some factors that make the students do the inappropriate behavior in the L2 classroom. It can possibly help the English teachers to manage the class as well.

## **LITERATURE REVIEW**

### **Senior high school students' characteristic**

The range of age of students in the senior high school are classified as teenagers learners is from 16-18 years old. However, the focus of this study is on first grade of senior high school students whose age are around 16 years old.

According to The Definitive Program Resource for Boys & Girls Clubs' (2004, p. 9), from cognitive development, many youths (ages 16-18) are able to think logically for their future so that they can decide what they will do next. There is the different perspective for resulting more empathy and concern to the others. Although the youth can express their thoughts and ideas clearly, boys and girls have a different way to express it. Based on boys experience, their feelings and thinkings separate. However, for the girls, they can process their feelings and thinkings simultaneously and express them verbally. Then from emotional development, as teenagers, they are searching their identity by identifying closely with their own racial or ethnic groups. They are also a very concerned with their appearance too. The teenagers also have high emotion because they are still unstable.

### **Definition of general inappropriate behavior**

There are many definitions of inappropriate behavior from many researchers. According to Hummel and Deitz (1978, as cited in Hameed & Sadrudin, 2012, p. 1), generally, misbehavior is described as "an action of the child which interferes with his or her learning of either academic material or appropriate social behavior." According to Thomson (2009, as cited in Dalgıç & Bayhan, 2014, p. 2), "a number of classroom behaviors can be described as misbehaviors that disrupt and impede the teaching-learning process." I agree that students' inappropriate behavior can disturb the teaching-learning process. Moreover, my experience when I explained the materials then the students did not pay attention and did an inappropriate behavior. For instance, the students were



busy with their gadget, annoying the others student, or did not interested to the materials it really influences the learning process because the others student will distract.

Another expert Boyle (2013) also argued that the students will ignore the materials and exercises that the teachers give or the students will not take part in the activity in the classroom (p. 2).

Then, the other definition of students' inappropriate behavior according to the researchers Dobmeier & Moran (2008, as cited in Boyle, 2013, p. 2) stated that "they may also make sarcastic comments, question the value of teachers' methods or talk while the teacher is talking."

#### **Kinds of inappropriate behavior**

Then the kinds of behavior is like Seidman (2005, as cited in Hameed & Sadruddin, 2012, p. 2) said that behavior would be categorized into one of five different types, there are:

- **Aggression**

Aggression based on Warburton and Anderson (2015, p. 1) was sensed that showed an anger and ambition to dominate everything around them and someone who behaves rudely. For instance, in each classroom, there was someone who always authoritarian than the others. So that it is difficult to manage the classroom because everyone in the class obeyed that authoritative person.

- Immorality

According to The Restored Church of God (2003, p. 1), immorality is a reprehensible act that only for worldly pleasures. There are many examples of immorality in the environments; one of them is that many girls under-age feel sexual harassment by people who have strange behavior.

- Defiance of authority

Njegovan, Vukadinović, and Nešić (2011, p. 2) argued that "in psychological literature, authority is usually described through the relation between supremacy and subordination, and is given a negative connotation." The other expert Boyle (2013, p. 8) also stated that adult learners will show their disapproval to the way their teacher explained the material because they think that they are not children again who always obey to the teachers' rules. In my experience, we as a teacher could not force the students to obey all of our instructions in the classroom because they would feel bored with that. For instance, the students make a sarcastic comment to the teacher if they do not like with the teacher. Therefore, as a teacher, we should know the students' desire so that they did not show their discomfort in the classroom.

- Class disruptions

Pavela (2001, as cited in Office of Students Conduct & Academic Integrity, 2011) argue that classroom disruption is a person's behavior that wants to make a noise in the classroom, for instance; yelling to the other friends, having a conversation and so forth.



- Behaving mischievously

There are many kinds of students' behavior in the classroom especially the students that have inappropriate behavior. This is similar to what, Carbone (1999, p. 1) said, "... including talking on cell phones, watching portable televisions, sitting through the lecture with headphones on, having pizza delivered during the middle of class, fraternity pledges' pretending to have a nervous breakdown during an exam, and passionate making out in the back of the classroom."

#### **Factors behind students' inappropriate behavior**

Some experts explain about the factors behind students' inappropriate behaviors in the classroom. Dobmeier and Moran (2008, as cited in, Boyle, 2013, p. 10) state that teachers believe that students will show their discomfort or inappropriate behavior when they feel that the situation in the class is boring and the learning process is too long. Moreover, in my experience, another factor is that the students in the senior high school did not want to be treated like a child when learning in the classroom. This is in line with Neuda (2010, as cited in Boyle, 2013, p. 17) said that, "teachers sometimes even treat their adult students like children and allow them to use the honorific title of "Teacher," which brings with it to their subordination." Then, another factor is like McCargar (1993, as cited in Boyle, 2013, p. 10) said that the students seemed do an inappropriate behavior because what they learn or see in their environment are not same with the rules in school or classroom.

## **Previous study**

There are some relevant studies about inappropriate students' behavior in the classroom. The first research is by Özben (2010) and the aims were to find the kinds of students' misbehavior and to cope with the students who misbehaved in the classroom. The findings suggest that, there were 9 kinds of students' misbehavior that students did in the classroom. There were students who not listening to the teacher, talking to each other, avoiding the responsibility, physical and verbal aggression, walking in the class, displaying odd behaviors, cheating, stealing and challenging the teachers' authority. This study also discussed some strategies to handle students' misbehaviors in the classroom. The first one, the teacher could ignore them, use the eye contact to reprimand them, change the lesson plan, ask some questions to the students, have a talk with the students in person, talking to the parents, cooperate with the student, reward the model behavior, praise and give responsibility to the learners.

Moreover, the second research by Sukhapabsuk (2012) entitled Thai university students' and teachers' identification of factors affecting student classroom behaviors. The aims of the research were to examine students' disruptive or undesirable behavior, to determine the reasons why the students behave in the problematic ways, and to identify the strategies EFL teachers use to deal with those behaviors at Gloria University (pseudonym). Then, the 3 of research questions are, what behaviors considered undesirable from the students' perspectives in EFL classes in a college context in Thailand are, what factors affect students' undesirable behavior in EFL classroom, and to what extent and



how do EFL teachers cope with those behaviors. There are some results based on the 3 research questions, the first showed that there were 5 kinds of students' undesirable behavior in the classroom. There were the using of technological devices, talking to other students while the teachers were teaching, making some noises, sleeping, and coming to class late. Then, the result from the second research questions was because of the class environment and teaching materials. Last, the result of the third research questions was about the way teachers cope with students that did misbehavior by using non-verbal strategies such as doing eye-contact with the students, using body language, and mobility around the class than the verbal strategies like warning or calling students' names.

From the two previous studies about, the students must have strong reasons why they did the inappropriate behavior in the classroom so that the teachers have strategies to cope the students when did the inappropriate behavior in the classroom. Therefore, in this study, I want to find the reasons behind students' inappropriate behavior in the English classroom that the participants are from the first grade of vocational high school in Salatiga, Indonesia.

## **THE STUDY**

This study used qualitative descriptive. I tried to find the reasons behind students' inappropriate behaviors in the English classroom. The use of qualitative descriptive method would help to report the findings and discussions later on.

### **Context of the study**

The context of the study is in a vocational school that is located in Kembang Arum, Salatiga. This is a public school that has three English teachers

and has around 442 students in the first grade of senior high school. English lesson in this school is only taught 2 hours in a week per class that using 2013 curriculum. Therefore, the students do not have much time to learn English like in the other public schools because this is vocational high school. The school also had joined and won some competitions related to English in the level of city and provincial. Most of their parents work as an entrepreneur, teachers and so forth.

The reason to choose this school is because, at that vocational school, I found two classes that some of the students did the inappropriate behavior in class when they learned English. That some of the students did this no matter which the teacher is (the real teacher or student teacher).

### **Participants**

In this study, I took the participants from two classes in the same department of grade one (16 years old). In each class, there were 34 students that become the participants. I observed one time for each class to know who the students that did the inappropriate behavior in the English classroom. I also used pseudonyms for participants' names for confidentiality reason in this research.

### **Instrument of data collection**

To collect the qualitative data, I used two instruments data collection; observation protocol and interview questions. For the observation protocol, I used a list of name of the students in each class and took a note what the students did (name by name) that showed an inappropriate behavior in the English classroom. I had made it based on the literature review of this study to do the observation of



students' inappropriate behavior in the English classroom . (See appendix A. for the observation protocol)

After that, I made a group of the students that did the same inappropriate behavior to do interview one by one. For the interview, I asked some questions about their reason why they did the inappropriate behavior in the English classroom and their suggestions for the English teacher. (See appendix B. for the questions of interview)

### **Data collection procedure**

Before I collected the data, I did the piloting to ask the interview questions to 6 students in different faculties using Indonesian language and it took around 5 minutes for each person. Then I started to do the observations and interview, first I asked permission to the headmaster of the school in that vocational school in Salatiga. After that, I asked permission to the teacher who taught the two classes which I chose to be the participants. I told the teacher that I would observe one time for each of the classroom and meet the students about 3 times to do the interview after I got the data through observation protocol. The interview took 3-5 minutes using the Indonesian language then it was recorded and transcribed. The place to do the interview was in the classroom so that the students did not go anywhere so that I could easily call their name one by one to do the interview.

### **Procedure of data analysis**

First, I calculated the students that did inappropriate behavior in the English classroom by the data that I got through observations. After that, from the interview I classified the reasons of inappropriate students' behavior base on the

answer in the interview that often appears from their answers and their suggestions for the teacher when explaining the materials so that the students did not do an inappropriate behavior in English classroom. The reasons and suggestions that often appear were the results of this study that was classified as the reasons behind inappropriate students' behavior in the English classroom.

## **FINDINGS AND DISCUSSION**

This part of the paper will report the findings of the research. There were 4 kinds of students' inappropriate behavior in English classroom that were found and will be explained further below.

### **A. Kinds of inappropriate behavior in the English classroom**

**Chart 1. Kinds of students' inappropriate behavior in the English classroom**

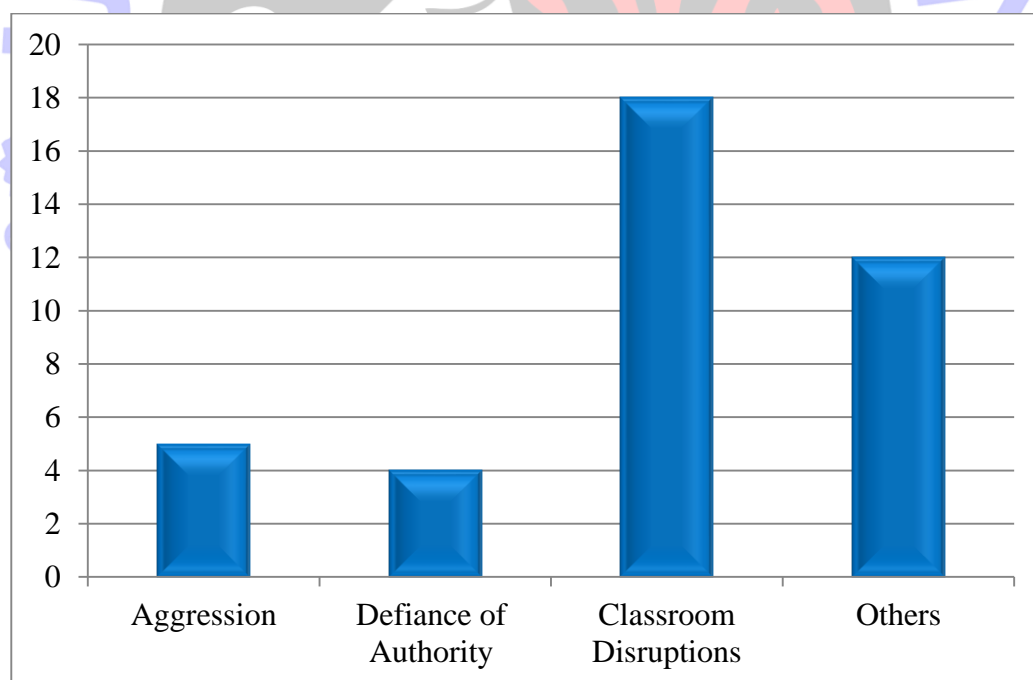


Chart 1 shows the overall results of kinds of students' inappropriate behavior in the English classroom. From this chart, we could see that classroom disruption has been done by 18 students. This was the highest kind of inappropriate behavior



that students did in the English classroom. Next was aggression, (5 students) and for the lowest was defiance of authority (4 students). Then, the last was other kinds of inappropriate behavior that was done by 15 students.

This was the result of 28 participants in two classes that did inappropriate behavior in the English classroom. Moreover, in the chart 1, it shows that the total of the participants was 40 students. It was because based on my observation there were students who did more than one kind of inappropriate behavior in English classroom. Then, the kinds of inappropriate behavior would be described further below.

### **1. Classroom Disruptions**

Based on the two observations in two classes, there were 18 students who did classroom disruptions in the English classroom. There were two kinds of classroom disruptions. From the observations, there were 7 students used their smarphone in class and 11 students that had a conversation while the teacher explained the materials. The example of using gadget continuously was the students had a chat with their friends through social media so that the students played the gadget continuously when the teacher explaining the materials. The students would not stop to play their gadget if their gadget was crowded of a chat from their friends although the materials were important to learn. Then, the second kind of classroom disruptions was the students had a conversation with their friends when the teacher explaining the materials. Even if the topic of their conversation was good and up to date, they would continue it without paying attention to the teacher.

From the interview, 10 students reported that they have ever been reprimanded by the English teacher when they did classroom disruptions. Some of them stopped doing it at that time and did not do it again but there were students who kept silent when the teacher reprimanded them but they still did it again.

## **2. Aggression**

The observations showed that from 28 participants in 2 classes, there were 5 students that did aggression in English classroom. From the observations, there were 4 students that annoyed other students and 1 student that being authoritarian than the others. In this kind of inappropriate behavior, there were two kinds that included in the aggression. The first one was students being authoritarian than the others, it means that the students felt that they were the best and the most feared person in the classroom. For instance, there was a student who said "... For all of you in this class, you did not ever dare to me and just follow my instructions in this class." That was why that student would be authoritative than the others although there was a teacher in the classroom. The second kind was annoying the others student, in this point the students who had a high sense of ignorance would do that in the classroom. The students would feel satisfied if they could annoy their friends while the learning process. For instance, there were students who nudging and mocking their friends to make them did not pay attention to the teacher while explaining the materials.

From the interview, the students reported that the teacher seldom reprimanded the students who did aggression in the English classroom. However, when I asked

the students what they do if they were reprimanded by the teacher, the answer was they would keep silent but would do it again if the teacher did to reprimand them.

### **3. Defiance of Authority**

From the observations, there were 4 students who did defiance of authority in the English classroom. Making sarcastic comments included in the kind of defiance of authority. Sometimes, the students also showed their rejection by their comments or in the other words the students gave sarcastic comments or bad comments to the teacher. For instance, from the observations, the students said directly to the teacher that the teacher was boring, like in the conversation below.

Teacher : “Refa, please pay attention to me first!”

The students : “Hmm.. You are so boring, I do not like you anymore!”

Moreover, the students only did defiance of authority in the English classroom although the teacher always reprimanded them directly. Even though, the students kept silent after they were reprimanded by the teacher but they never asked an apology and they would do it again.

### **4. Others**

There were 12 students from 28 participants based on the observations that did inappropriate behavior that was not found in the previous readings in the English classroom. The kinds of inappropriate behavior that students did like there were students who never came to the English class (5 students), did not do the teacher’s instructions (2 students), came late (3 students) and they were lazy when the teacher explained the materials (2 students).



Furthermore, from the interview, the teacher had reprimanded the students who did not do the teacher's instructions and the students who were lazy when the teacher explained the materials. Then, their responses were stopped to do it at that time and sometimes they did it again. Moreover, when I asked the students who never came to the English class and who came late about what would they do if the teacher reprimanded them. The response were they gave the truth reasons why they did not come or late then they asked a task to the teacher to add the score because the students missed the class.

## **B. Reasons of the students**

This is the result of the interview and there were some reasons from the students that did inappropriate behavior in the English classroom. The first reasons was the students felt bored and sleepy. Second, the students did not like the way the teacher explained the materials and the last was the students were difficult to focus on the learning process. Below is the further explanation of the reasons from the students.

### **1. Bored and sleepy**

The first reason was the sleepiness and boredom which made them do inappropriate behavior in the English classroom. Some of them also thought that the lesson too long that was why the students felt bored and sleepy. The other reasons was because the students did not like English and thought that English was difficult to learn. It made the students felt bored and sleepy when in the English classroom. "... I always felt sleepy and bored when I learned English because I did not like English and it was difficult" said Tania (My translation).

Dislen (2013) stated that when learning language a passion was needed because some of students lost their willingness to learn language. The cause was the students had low of confidence and a negative thinking to the lesson before they tried to learn it first. They also had an anxiety to the teacher because they thought that the teacher seemed vicious if they could not understand the materials. This could be the reason of the students to feel bored and sleepy in the English classroom.

## **2. The students did not like the way the teacher explained the materials**

The students also said that they did not like the way the teacher explained the materials because the teacher was boring and the students were confused with the teacher explanation. It made the students difficult to understand what the teacher meant was. The 8 of 16 students who did classroom disruption also said that English was difficult to learn because they did not know the meaning and less of vocabularies. "... The teacher seldom taught us vocabulary, the teacher only forced the students to know the meaning directly and it was difficult for us" said Dedi (My translation). The other reason came from Terry that said "... The teacher seldom changed the materials in every week so that it made me felt bored to the teacher" (My translation).

According to Langer (2000) teacher should connect the materials of the lesson with the students' real life situation because it made the students would be more interested to the materials. She added that the teacher should give the oppoturnities to the students to share their ideas in the classroom. Therefore, it might make the situatuion of the class be more active.

### **3. The students were difficult to focus in the learning process**

Based on the interview, sometimes the students felt that the lesson too long so that they were hungry and did not focus on the teacher when explained the materials. Then, the other reason was because the bad atmosphere in the class that did by their friends who made a noise in the English classroom. "... When my friends started to make a noise, I could not focus on the materials at that time" Gery said (My translation).

This was in line with Sun and Shek (2011) said that inappropriate behavior could disturb the learning process if it did by many students in the classroom such as having a conversation with their friends in other chairs and talking out of turn. This could disturb the teacher when explained the materials and the other students who wanted to learn seriously. Therefore, if the materials did not deliver clearly the students might be not focus and reluctant to receive the materials.

#### **C. Suggestions for the English teacher**

From the interview, there were two suggestions from the students that did classroom disruptions for the English teacher. The teacher should change the way explained the materials so that the students could understand English easily. The students also said that warming up was needed to make them be more enjoy in the learning process. "... I would be more enthusiasm if the teacher added games to warming up or in the middle of the lesson" Caca said (My translation). Therefore, this strategy could make the students be more active in the English classroom.

Then, the suggestion came from students who did aggression in English classroom for the English teacher. "The teacher should be more interesting when



explained the materials so that the students could understand the materials of English lesson easily”, said the students who named Yessy (My translation).

Moreover, the students who did defiance of authority gave suggestions that to make the students felt happy when learning English, the teacher should be more interesting when explaining the materials and should not focus on one or two students only. "... The teacher should not focus on the special students only or to the smart students because I felt that the teacher less attention to me and to other students” Kiki said (My translation). Then, the students still needed games when learning English to make the students be more active and felt happy when learned English.

The students who did the 4 of inappropriate behaviors that were not found in the previous readings also gave some suggestions for the English teacher when taught the students in the class. The teacher should be more firm when faced the students and should be more interesting when explained the materials. The role of games was very important for the students. "... I could understand the English lesson if the teacher explained using power point or games” Keikei said (My translation).

From 28 students that have been interviewed, the 23 students said that they needed a game for warming up before the lesson was started and in the middle of the learning process. The students thought that this strategy could eliminate sleepiness and boredom, so that game was needed when learning English. "... I could enjoy the learning process if there was a game in the beginning or in the

middle of the lesson because it made me relax in the English class" said Nancy (My translation).

## **CONCLUSION**

This study was conducted to answer this question; what are the reasons behind students' inappropriate behavior in the English classroom? This study aimed to find the answer to that question from the students in senior high school grade one.

First of all my findings showed that the most inappropriate behavior that students did in the English classroom was classroom disruptions like using gadget continuously and having a conversation while the teacher explained the materials. The second was aggression such as being authoritative than the others and annoying the other students in the English classroom. Then the lowest inappropriate behavior that students did was making sarcastic comments that included in defiance of authority. Then the last, followed by other kinds of inappropriate behavior like the students who never came to the English class, did not do the teacher's instructions, had a conversation continuously when did the exercise, came late and they were lazy when the teacher explained the materials.

Moreover, the strongest of students' reasons behind inappropriate behavior in the English classroom was they felt bored and sleepy when they learned English. The students also thought that English was difficult to learn. Then, it was supported by the teacher that seldom changed the materials or the topics in every meeting, so that it made the students did not like the way the teacher explained the materials in the English classroom. Therefore, the students felt that the time was

too long when they learned English although it was only 90 minutes in every meeting in a week.

Then, there were some suggestions that students gave for the English teacher. First, the way the teacher explained the materials should be more interesting so that the students could understand what the teacher mean easily. The using of games was also needed in the English classroom because the students could enjoy the learning process without any fear and tension. Furthermore, to minimize inappropriate behavior that students did in the English classroom, the teacher should be more creative to attract the students to learn English and convince the students that English was fun and easy to learn.

Unfortunately, the result of this study could not be generalized in the all of senior high school because not all students in every school had the same problem like in this TP site. Therefore, the further research is suggested to find students' reasons behind inappropriate behavior in the English classroom in other context at another school.



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## Appendix A

<b>OBSERVATION FORM</b>		
Name of teacher:  Number of students:  Material/ Topic:	Class:  Time:	
<b>Kind of Inappropriate Behavior in the English Classroom</b>		<b>Name of the Students</b>
1.	<b>Aggression</b>  a. Being authoritative than the others.  b. Annoying the others student.	
2.	<b>Immorality</b>  a. Feeling sexual harassment by people who have strange behavior.	
3.	<b>Defiance of authority</b>  a. Making sarcastic comments.	
4.	<b>Classroom disruptions</b>  a. Using gadget continuously.	



	b. Having a conversation while the teacher is explaining the material.	
5.	<b>Behaving mischievously</b> a. Sitting through the lecture with headphones on. b. Talking on cell phones.	
6.	<b>Others:</b>	

## Appendix B

### The questions for the interview

- Do you always do that in the English classroom? And how often?
- What was your reasons for (...) in the English classroom?  
Sub-questions:
  - Did you feel bored in the English classroom?
  - Did you feel sleepy when learning English?
  - Was the lesson too long?
  - Did you not like the way the teacher explaining the materials?
  - Did you think that English is difficult to learn?
  - Did you have difficulty to focus when learning English? Maybe, you feel hungry or thirsty so that you (...) in English classroom.
- Do you (...) in other classes? Please, give your reasons.

4. Have you ever been reprimanded by the teacher when you (...) in English classroom?
5. What did you do, then? Why?
  - If not; What did the teacher do to you? And Why did you still do it?
6. What were your suggestions for the English teacher so that you will not (...) again?

The blank space was filled with what the students do related to inappropriate behavior in the English classroom.

### **Appendix C**

#### **The transcribe of the interview**

A : When I did the observation, I saw that you annoyed your friends, had a conversation, played your smartphone when the teacher explaining the material and gave a sarcastic comments to the English teacher, right?

B : Yes, that's right.

A : Do you always do that in the English classroom? And how often?

B : Sometimes, miss.

A : What was your reasons for did that in the English classroom?

B : Because I felt bored

A : Did you feel sleepy in the English classroom?

B : Yes miss.

A : Was the lesson too long?

B : It was very long.

A : Did you not like the way the teacher explaining the materials?

B : I did not like, because the teacher was boring and I could not understand what the teacher mean was and I always be confused with the teacher explanation.

A : Did you think that English is difficult to learn?

B : It depended on the teacher.

A : Did you have difficulty to focus when learning English? Maybe, you feel hungry or thirsty so that you did that in English classroom.

B : Yes, I wanted to finish it as soon as possible.

A : Do you did that in other classes? Please, give your reasons.

B : No, only in the English classroom because I did not like the teacher.

A : Have you ever been reprimanded by the teacher when you did that in English classroom?

B : Yes, miss.

A : What did you do, then? Why?

B : Just kept silent but I did it again because I was bored.

A : What were your suggestions for the English teacher so that you will not did that again?

B : The way the teacher explined the materials should be more interesting and the teacher should not focus to one or two students only in the classroom. I also needed a game when learning English to make the situation be more pleasant.